

CHAPTER 1

INTRODUCTION

This chapter will discuss the background of the research, statements of the problem, objective of the research, significances of the research, scope of the research and the operational definition.

A. Background of the Research

English is a universal language because it is used as the primary language in most countries of the world. English is also one of the most important international languages for studying. Although English is a foreign language, but it occupies an important position in our society. Based on the latest curriculum in Indonesia, students from elementary school to senior high school are required to learn English. However, it seems difficult for teachers and students to apply the norms and achieve the curriculum objectives. Because, Indonesian students still have low English proficiency to communicate in English. This is particularly genuine for students who are not very fond of this subject.

Anxiety is one of the psychological factors of language learning in educational psychology. The anxiety was experienced by students as they learn English (Perwana, 2020). According to the theory by (Horwitz et.al: 1986), “these feelings could be in the form of anxiety, fear, nervousness, and could be deep sadness. Fear of students who are worried that they would not understand all input languages and also fear of communicating in English¹”. Students who have this anxiety will typically find it difficult to engage in learning. They tend to be separate and less motivated to learn English. This is one of the causes students to be passive during the process of learning English in class. According to (Nimat, 2013) that the impact of

¹ Elaine K.Horwitz, Michael B.Horwitz and Joan Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, Vol.70, No.2 (Summer, 1986), pp.130.

this anxiety can affect students' failure to learn English. Therefore, the failure of students in learning English is not only due to external factors but also because the psychology of the students who have experienced anxiety before.

For some students, English is a difficult. One of the factors that contributes to these difficulties is Anxiety. Anxiety and worry can distract students' focus in the learning process. Anxiety about learning English can also cause by students' anxiety about negative evaluations. And the second cause is student anxiety in communicating. Furthermore, (Ali & Anwar, 2021) state that "students who are afraid to communicate will worry about learning a foreign language, which is considered a barrier that students face in the process of learning English".² The second factor that most influences in learning English are the fear of communication; students lack confidence when practicing the language in the class. According to (Lukman, 2018) cognitive factors also influence this anxiety. Each teacher has their own teaching style. Sometimes teachers explain the material so quickly that the students cannot understand what the teacher explained. This suggests that teachers contribute to the students' anxiety in cognitive aspects.

Meanwhile, through the researchers' experience in teaching practice at SMKN 01 Kudus. The researcher found some signs of students experiencing this anxiety. Many of them feel worried, and afraid when their teacher asked them to practice in the class. They thought that if they made a mistake they would be ridiculed. Therefore, they tend to become quiet. Because they fear the judgments of other students and feel that they are not as good as their peers. Therefore, many students are anxious about this subject. Some of them seem worried in the class. This could be seen through their expressions and body language when in EFL class. Such as they often avoid eye contact with the teacher, often look down, and avert

² Bayad Ali & Kofand Anwar, "Anxiety and Foreign Language Learning: *Analysis of Students' Anxiety towards Foreign Language Learning*", International Journal of English Literature and Social Sciences, Vol.6, Issue-3 (12 June 2021), p.241.

their eyes when the teacher asked about the lesson. As a result, the teacher had to explain the material again to make sure they understood it. The writer also found another sign of anxiety in students, that they were less enthusiastic and felt less motivated to learn English. This is evidenced by some of them often skip the English lessons when study through zoom. Therefore, when studying through zoom, only half of the students participated.

Based on the statements above such as anxiety about negative evaluation, fear of the judgments of other students, and less motivation in learning English especially in the tenth-grade students of SMKN 01 Kudus. The researcher choose this school as an object because the writer found some signs that indicated the students' anxiety while learning English. The aim of this study is to investigate the students' anxiety in learning English in the tenth-grade students at SMKN 01 Kudus in the academic year of 2022/2023.

B. Reason for Choosing Topic

The researcher choose this topic due to the following reasons :

1. This study relates to the current situation of English Foreign Language at the tenth-grade students of SMKN 01 Kudus, many of the students are less interested in this subject, due to feelings of anxiety and worry. So, the researcher wants to investigate the phenomenon of anxiety.
2. The study examines the impact and the factors of anxiety that can occur in students who can influence their performance. Most of the students of SMKN 01 Kudus especially in the tenth-grade students feel anxious and worried when learning English, they feel afraid of being scolded by teachers, afraid of negative evaluation, lack of preparation, not being able to speak English in front of the class, and also afraid of being laughed at by other friends. So, that researchers want to the study could be an evaluation of the foreign language educators to

improve their methods and techniques, and for students should also be more respectful of other friends when learning English in class.

C. Statements of the Problem

Based on the background of the research, the writer formulates a research questions as follows :

1. How is the anxiety in learning English experienced by students at the tenth-grade students of SMKN 01 Kudus?
2. What are the factors that cause the Students' anxiety in learning English at the tenth-grade students of SMKN 01 Kudus?

D. Objective of the Research

The objective of the research will focus on the related questions of the problem, there are:

1. To explore the experiences of students' anxiety in learning English at the tenth-grade students of SMKN 01 Kudus
2. To find out the factors that cause students' anxiety in learning English at the-tenth grade students of SMKN 01 Kudus.

E. Significance of the Research

Based on the objectives of the research, the significance of the research will formulate as follows :

1. Theoretically: this research will be useful for teachers and students related to anxiety in learning English.
2. Practically:
 - a. For the teacher: the teachers' role an important in creating a pleasant learning atmosphere and it is hoped that the teacher can understand the condition of each student in the classroom.
 - b. For the learners: students will know how to reduce anxiety while learning English in a positive way.

- c. For the readers: this research is expected to be a reference for researchers in the future.

F. Scope of the Research

In this study, the researcher focus on students' anxiety in learning English, and the factors that cause anxiety. The object of this research is at tenth-grade students of SMKN 01 Kudus in the academic year 2022/2023

